

APR 9 - 1946

THE CATHOLIC LIBRARY WORLD

The Secondary School
Library
Marywood College Institute
C. L. A. Conference

VOL. 17, NO. 6

MARCH, 1946



Where
they come back
for more

THE good habit of frequenting the school library is influenced by something more than tables and chairs, and books on shelves. The "business end" of the library is important, too, for it must furnish the help and direction that turn interest into enthusiasm.

This view in the Bayonne (New Jersey) High School Library shows an orderly and highly serviceable arrangement reflecting the experience of Library Bureau.

Our specialists cooperated in the plan and layout...our craftsmen built the charging desk, card catalog cases, museum table and in fact all the technical equipment and furniture.

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Vol. 17, No. 6, Mar., 1946. *The Catholic Library World*, published monthly October through May, is the official organ of the Catholic Library Association. It is sent to all members and carries news of the Association, its officers, boards, committees, regional conferences, units, joint committees and such other material as throws light on Catholic library problems. Publication and editorial office, University of Scranton, Scranton, Pennsylvania. Subscription rate to non-members is \$5.00 a year. Institutional membership, \$5.00; individual membership, \$3.00 a year, (not including the annual Handbook and Index), payable to the Secretary-Treasurer. Enclose remittance for single copies which are available from the publication office at fifty cents, with the exception of the Proceedings issue which is \$1.00. Entered as second class matter at Scranton, Pennsylvania, under the Act of May 3, 1879. Accepted for mailing at the special rate of postage prescribed in paragraphs 9 and 10, Section 543.

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Indexed in *The Catholic Periodical Index* and *Library Literature*

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The Principal Appraises His Library¹

By VERY REVEREND JOSEPH L. O'BRIEN, S.T.D., LL.D., Rector
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In 1938, not so many years ago as time flies—yet during the years from then to now a civilization perished—the Macmillan Company brought out a book, *The Daily Schedule and High School Organization* by R. Emerson Langfitt, School of Education, New York University, in which the author states in his opening sentence that the efficient organization of that social institution, the American High School “is the major problem of every high school administrator”. A magnificent platitude, in truth, you’ll all agree. Not to be frightened off by such all-inclusive wisdom, and seeking expert advice on the subject assigned to me for this meeting, I turned to his index reference on “The Library”. This is what I found:

“During the last twenty years, in spite of a very promising emphasis placed upon the need of increased library service for high schools, it is still quite common to find high school libraries that do not use the allotted time during certain periods of the day. To overcrowd pupil-stations in study halls when additional seating capacity is available in the library is a mistake both in educational practice and in building utilization. Many small high schools have found it possible and highly desirable to discontinue a separate study hall when the seating arrangements in the library are adequate. One or more classrooms with easy access to library facilities may also increase both the utilization and educational value of the library.”²

Today as I speak to you on the subject “The Principal Appraises His Library”, I shall try to convey to you my idea as to what the principal should expect of his school librarian and the library by way of service to his school—in return for complete understanding, co-operation and support from the office of the principal.

I may not succeed in making clear to you just what I do expect from the librarian of the Bishop England High School and of the library under her care. But I shall make one thing quite clear to you: I do not expect the library to substitute for the study hall; and I do not expect the librarian to be a study hall keeper. I do not expect the library to be a rendezvous of the mis-fits—a place to meet with others of their kind to copy from and to discuss with one another the work of later classes. And I do not expect the librarian to be a roving psychologist who will solve the problems of our “difficult” pupils by literary distractions in a library atmosphere.

The library has a certain well-defined place in a high school which is functioning efficiently—a place of as much importance as the well-equipped, standardized, scientific laboratories, home economic rooms, commercial rooms and various other activity rooms. The librarian has just as much claim to proper equipment and suitable quarters as any other special teacher. She must be as well

1. In this issue we present four of the addresses delivered at the Institute on the Secondary School Library, Marywood College, February 22-23, 1946.

2. Op. cit., p. 181.

trained in her special field, and as sympathetic to her work as are the teachers of the humanities or the sciences. Unless the library has its place of operation in the daily life of the pupils, and unless the librarian is given the full consideration her position demands, and unless funds in proportion to its needs are forthcoming without stint or grub, let us call the library for what it is—a storage room for unknown and unused books—and let it go at that.

No doubt many of you have read *The Library in the School* by Lucile F. Fargo, of Columbia University. You may recall the description of a high school library given therein. I call that description "The Glorious Ideal". I am going to quote it at length, for I do feel that we are here in pursuit of glorious ideals as well as for discussion of the spotted realities.

"The main reading room is long and spacious. Adjoining are not only pupils' conference rooms, but one for teachers and a combined lecture and projection room for visual education, to say nothing of a librarian's office and work room. High school boys and girls use the room, many of them with finely developed bodies and mature minds. The book shelves hint of this for here appear many sane and readable volumes common to the adult collection. . . . There is the busy hum of interested workers; duties are apportioned between librarian and student helpers. Here precocious groups seek the conference rooms to organize for projects or advance work. Individuals come with special assignments or browse among the shelves on personal quests. The organizing hand of the librarian is everywhere in evidence; there are files of pamphlets and clippings, a reserve system, collections of plays, of books on special subjects, of reviews, of slides and of postcards and prints. There is discipline, but it is self-imposed or group-imposed, the result of an organized school citizenship. Attendance is voluntary, but the rooms are always full, so there needs must be a spot specially reserved for teachers and a scheduling ahead of con-

ference and projection rooms. Throughout there is a spirit of helpfulness, sympathy, and give and take, for this library section is truly the hearthstone of the school. But it is also the central power house from which stimulating currents go out into every corner of the institution."³

That is the ideal. Who is the principal who would not be thrilled to see its fulfillment? Who is the librarian who would not feel that a little bit of heaven had dropped onto earth if she saw the full realization of that ideal in daily operation? But alas! we are dealing with boys and girls, American type, 1946—mere men, not angels.

"Obviously," continues Fargo, "the library is a valuable educational agency. As such it is properly housed in the school building; it adjusts itself to the unit of the school system it specifically serves, to the various types of school organization, and to all forms and methods of instruction. The library embraces a wide range of activities including reading, reference, instruction in the use of books as tools, and activities having a distinctly social and ethical aim; its housing and equipment are arranged with an eye to its educational uses; it has an expert personnel trained for various duties, ranging all the way from finding the diet of white mice to assisting a faculty committee on curriculum revision; it is characterized by skillful administration involving a knowledge of child psychology on up to the years of college entrance or of job taking; and most of all . . . the library demands of the librarian an acquaintance going beyond that of the average teacher with the literature of the high school level dealing with miscellaneous subjects and interests. If the way

3. Fargo, Lucile. *The Library in the School*. 3d ed. American Library Association, 1939, p. 3. (Adapted.)

seems long, it is because it reaches into not one institution but two—the school and the library—and covers not one form of service, but divers forms, all interesting and significant to the student of library science and vital to the development of a satisfactory library program”.

So much for the glorious ideal. What about the spotted reality? What may the principal of a high school, a free school, in the tradition of American democracy, dealing with the boys and girls of the atomic age now aborning look for?

How is the library to be utilized in a world of young people whose eyes are wearied with the shadow-world of the movies; whose ears are cluttered with the jangle of the talkies, the radio, and the juke-boxes; who are looking for the deluding dazzle of television just around the corner? How shall the librarian appeal to young minds that have been fed on the comics, and the tragics, and the funnies, and the rotties—man and superman; on the cheap, sensationally colored sheets that litter street corners, school corridors, and front and back yards on either side of the railroad tracks; on the pulps, spewed forth in an endless stream from a thousand high powered presses and displayed in flaming jackets in the corner coke joint, which is teen-age's substitute for a cocktail lounge?

How is the library going to function in a day school which gathers in the boys and girls of the ordinary parish or from a group of parishes, for some five hours a day, for five days a week—a school that must carry four periods of standardized class work a day in order to meet state or association requirements for diploma credit, and at the same time justify the very reason of its existence by carrying out a full time program in teaching re-

ligion, the while juggling with extra-curricular activities: from the joke page of *The Buzzer*, the hot creations of the swing band, cheering practices and dance committees, to the activities of the mission crusade.

I have never heard any one ask: “What does a principal expect from his laboratories and his science teachers? from his commercial department? from home economics? from the football or basketball team?” His expectations are measured by standard requirements for diploma credit in the first three mentioned, and by box office receipts piled up by winning teams in the fourth. The science teachers know what is required; the commercial teachers know the demands of the business world in a field of close competition; the home economic teachers know where they stand; the coaches know only too well what their jobs depend on.

Well equipped laboratories and skilled science teachers became *musts* for schools that wished to be to the fore during the last quarter of a century. We were then in the gathering twilight of the age of scientism. The humanities were the step children of the vocationalists and progressivists who held the field. From time to time a voice in the wilderness cried out in behalf of the outcast children. But to little or no avail. There was little Latin and less Greek and finally no Greek and little Latin. History went the way of neglect as was well proved by more than one survey. And English became a cram course in “Do you make these errors?”

Then came Totalitarianism, Isolationism, Global conflict and the Fire-Ball. The new age rode in on a hurricane of atoms. Throughout the centuries the age-old Church had shouted to believers

and unbelievers alike something about a judgment of the world by fire. And now, after a century of ever widening waves of Godless education based on the new wisdom, the judgment is at hand.

The liberal arts had been routed and driven from the field by the eclectic and the pragmatic. There man fell, victim to the chains of his own forging. He lies prostrate in the pit—this time the pit of cringing, craven fear.

It seems to me that now the library is called upon to fulfill a greater mission than ever before. Speaking in a manner easily understood by all in these days of ours, the library must become the working laboratory of the studies of the old liberal arts discipline; the arts that will once again free the minds of men from the entanglements of the false doctrines that have enslaved education, and plunged the world into the darkness from which, we hope and pray, the recent global war has brought a beginning of freedom.

Let us keep in mind the fundamental meaning of the word, *liberal*: from *liberare*, to free; and of the word *book*,—*liber* in Latin, seemingly from the same root. In any case a book is a freer, a deliverer—or better, a deadly weapon in the interminable war ever waged by Light against Darkness; Love against Hate; Truth against Error. A library is the arsenal in which are stored these liberating weapons ready for use by those who wish to carry once again the light of freedom out into a world, broken, crushed and bewildered.

Only yesterday men in the seats of wisdom were boasting that the human mind had at long last been freed from the despotism of religious dogmatism and were at last breathing life-giving atmos-

phere in the fair fields of scientific knowledge. The benevolence of religion almost did perish, only to give way to dogmatic scientism. But the tide is turning, slowly but surely. Chicago and Harvard, Yale and Princeton, the dictators of educational moods in these United States since the turn of the century, have awakened to the dangers lurking in their marble laboratories and have set in motion the long trek back from test tubes and atoms to the calmer, cooler, saner regions of the book and the library.

In the days at hand, and in the days to come, the principal, alert to the signs of the times, will look to the library and the librarian more and more for much of the leadership that will be required to liberalize—that is, to free the minds of the average high school pupils from the slavery of the world of test tubes and open to them the wonders of the world of books.

Among the liberal arts I place religion first. For religion is the integrating life stream of any high school curriculum that does not fear to teach that man is a creature made up of an organic body and an inorganic soul. As revealed Religion, infallibly interpreted by the infallible Church, starts out by freeing the infant from original sin, so revealed Religion, properly taught under the guidance of the infallible Church, carries on the freeing process throughout the days of the years of his sacramental journey through life.

A library in a Catholic high school properly stocked with books wisely selected from the wealth of material to which we have access is a *sine qua non* of the inspirational background so sadly lacking in the lives of all too many boys and girls who come to us in the glory of youth for food for their minds.

A librarian aware of this ever growing stock of excellent material is the ablest co-adjutor the teachers of religion can hope to have. In the junior and senior years of high school, when Catholic idealism is all too prone to grow spectre thin and die under the chilling blasts of brutalities of the material pursuits so characteristic of high school pupils today; when alcoholism and sex freedom are footloose throughout the land, we Catholic teachers must summon all our reserve strength to the conflict. The library is at hand ready for yeoman service. Books must be of easy access—recreational books, informational books and inspirational books; books to make known the wonders of God and His creation; the world of men before Christ; the coming of the Light; the mystery of Revelation; the magnificences of the Church in her unwearying conflict with Ignorance, Prejudice and Bigotry; the mounting violence and viciousness against faith and morals; the development of a consciousness of the here and now rather than a listless repetition of the foggy dustiness of past and faded glories; from all angles on these and kindred topics, the library can be the power house pouring forth the light and the heat necessary to make the study of Religion vital and aggressive, challenging and courageous. The teachers of Religion can and do teach the matter of the text book. But it is from the library and its special equipment, under the wise direction of the skilled librarian, that will come the inspiration that will transform the earnest pupils of this generation from timid, egocentric, spiritual isolationists into straightforward, sincere, open hearted apostles of the things of God.

That is a big order, I know, but trained, and skillful, and sympathetic librarians will readily understand what I mean. Given the equipment she needs; given the time she deserves; taking her work from the nebular mists of extra-curricular or fill-in-periods and co-ordinating it all into a skillfully integrated program sympathetically administered from the principal's office, the librarian will make the library what it ought to be—the hearthstone of the school; the central power house from which stimulating currents go out into every corner of the institution.

THE BISHOP ENGLAND HIGH SCHOOL

So much for theory; theory, idealistic and realistic. And now for some practical applications of the theory to the daily operation of a library in a high school that is trying to do a passable job with the ordinary boys and girls of this our day.

I am principal of the school—The Bishop England High School, Charleston, South Carolina—a school I founded in 1915 and of which I have since been principal.

The school is co-educational; its present enrollment is 387. On the faculty are ten sisters (six of them graduates of the school), and four priests (two of them graduates of the school).

The school is a central high school serving eight parishes; six city parishes and two suburban parishes. From the city parishes we have 93% of our children of the high school age; from the two suburban parishes, established in recent years, owing to transportation difficulties, the percentage is somewhat lower. We have already instituted our own bus service from one of these parishes and shall start another service in the Fall.

The school is a free school—no tuition or charges of any kind—except for books which are rented at low rates. It is supported by direct tax from the Chancery on the ordinary parish income based on an annual budget. We take no non-Catholics. We carry six grades, 7-8-9, junior high; 10-11-12, senior high. Each grade runs in two sections; which requires that twelve class rooms be covered every period. We have one laboratory for general science and biology; one for physics and chemistry. One large room is occupied by the library.

Our course is straight humanities, with few options; Latin required for four years. Emphasis is laid on Latin as the mother tongue of Catholicism. We aim to educate in the Catholic tradition; not to train in the pseudo-democratic tradition. We offer the standard college preparatory course and a general course which allows a few options in the junior and senior years. In June of last year we graduated sixty-two: thirty college preparatory and thirty-two general. Twenty-eight of the college preparatory pupils entered college. Many of our boys in service were chosen for special work; our percentage of officers is high. We do not attempt to compete with the Vocational School. Charleston has an excellent Vocational School, equipped to the hilt for its purpose. Pupils who want vocational training leave us after grade eight and go to the Vocational School. We do not try to compete—at best it would be a poor bluff. So like the shoemaker of copy book days, we stick to our last and aim to give a solid grounding in the liberal arts by means of traditional subjects. It is our hope ere long to get Greek back into the course for apt students in the language group.

Every pupil carries five full periods a day—four required by the College Board and the State Department of Education, and one required by the Catholic Church, the course integrating all subjects, Religion. There are four fifty-five minute periods; one forty-five minute period. We operate on one session, 8:40-2:10, with a twenty-five minute lunch-recess at 11:40.

We have a building, now rather crowded, opened in 1921, adequate in all respects to meet State and Catholic University requirements. We are now building an activities building contracted for \$97,000.00, and during the summer we shall make alterations in the present building at a cost of some \$25,000.00. I mention in passing that the remodeling plans call for doubling the space of the present library.

We have a full-time librarian—a sister chosen for the work and given the educational opportunities necessary to qualify under State regulations.

The librarian was a very successful teacher of English both in the grades and in the high school English classes. Above all she is sympathetic to boys and girls who come from homes in which books, magazines and reading matter of good class occupy little space. We made a special study and keep a file of pupils who are under-privileged in intellectual, cultural and spiritual background as well as of those lacking in physical and social attributes. These records are at the disposal of the librarian.

Our librarian has a broad civic outlook. She knows Charleston, its history—political and economic and social and cultural. She knows both city libraries and the library of the college of Charleston. She is on terms of cordiality and

co-operation with the librarians of these libraries.

I lay it down as of prime importance in the work of a librarian working in a Catholic High School in a city of average population and cultural background, like Charleston, that she establish a cordial and working relationship with all the librarians in the city libraries. The day of magnificent isolationism on the part of our Catholic schools is past. We are part of a grand plan and we must no longer hide our light under a bushel and then blame our isolation on bigotry and prejudice or some other far-fetched excuse. We have now passed through the immigrant stage of Church history in these United States. If we fail to grasp the leadership now at hand, the blame and the odium will be upon our heads for keeping our institutions out of the current of national and local life. This is where the much talked of Catholic Action gets down to work.

Our pupils are well acquainted with the Free Library. Every year at specified times the classes go to the Free Library for instruction in the lay out of the library and its resources. From time to time, and at any time on request, the librarians of the Free Library come to the school and conduct classes, especially in the Junior High School grades. These librarians know our pupils and always show a deep interest in their work.

The Charleston Library is a private library—inasmuch as there is an annual membership fee of \$5.00. It is conducted on rather classic and exclusive lines. The school has five membership tickets which permit juniors and seniors the use of this library. It boasts of an outstanding collection on American History, from Colonial foundations down to the end of the

Reconstruction Period. The librarians are always glad to be at the disposal of serious students.

This *entente cordial* between a Catholic High School Library and public libraries is absolutely necessary in modern American life and the *entente* depends altogether on the personality of the librarian. To be in a position to guide her charges, the librarian's world of books must be larger than the one she is in charge of. At best, a school library, especially in the reference and current-events fields, is limited and by no means can compare with the resources of a well endowed, well kept, public library. The shrewd and capable librarian leads her charges to drinking fountains other than the single one she happens to be in charge of.

The librarian must be in constant touch with all the teachers on the faculty and the teachers must keep in touch with the librarian. They can be of great help, one to the other—each to all. The teachers should share with the librarian the knowledge of pupils which they gain in the class rooms. The English and History teachers *per necessitatem* know the readers and the non-readers of their classes at first hand and they should pass this knowledge on to the librarian. The percentile standing of the pupils in all reading and history form tests should be on file with the librarian.

I knew a boy, not so long ago, a junior then, whose distaste for poetry was chronic. Yet he eventually chased butterflies through every book he could find on the subject, even to the reading of every poem he could locate on the butterfly. His interest was awakened by a biology teacher who had him bring butterflies to

class for study and observation. He became an ardent hunter and was always adding to his collection which became an object of interest to the other pupils of the class. This teacher gave a hint to the librarian. She in turn guided him in his chase through books. The result of that chase he tells in his own words: "I have read much during the past four years as I sailed the seven seas with Uncle Sam; I have read much and learned much during the hard days of the war; and I owe to all to Sister "X" who showed me a color plate of beautiful butterflies one day when I was bored to death with a library class". And I add that that young man is about ready to take up his college work again after a dangerous interlude.

Spiritual insight, tact, civic consciousness, sympathy, understanding of the problems of the culturally underprivileged, enthusiasm, patience and gentility are among the characteristics I should look for in a librarian to work with me.

I have been asked to answer from my own experience the following practical questions:

What are the sources of revenue and upkeep? For a library is unthinkable without new life and new books, and books are impossible without a consistent and definite revenue.

A \$500.00 budget; \$150.00 contingent. That is, \$650.00 is ample to cover the operating cost of a library to meet the requirements of a school of our enrollment. We do receive many gifts; but we don't count on them. The library is financed as are the laboratories—out of budget appropriation. The distribution of funds is left altogether to the care of the librarian.

How can the parish (or parishes) be made to feel that the school library is a stimulant and not a burden?

I am sure that the people of a Catholic parish (or parishes) who support a high school want the school to be in position to do its best work and to get the most out of the investment. Now-a-days our Catholic people will not be satisfied with half or three-quarter measures. Let them once fully realize that the greatest home missionary effort made by any people at any time in the history of the Church is the Catholic school system in the United States—that is the best starting point for school propaganda and there is little difficulty. Teach them that the school is their school, not Father's school nor the Sisters' school. A parish that is Catholic conscious will then be conscious of all the needs of the school. But people must be instructed—not commanded—in order to bring this consciousness into action. They must be consciously proud of their school—and justly proud. And pastor and priests and Sisters must be the instruments in the development of this justifiable pride. The fabric and the maintenance of the school is the obligation of the pastor. If he is worth his salt, he will be as solicitous of the intellectual health of his children as he is of their physical well-being. He would not think of cutting down on coal supply during a severe cold spell. He would think it criminal to neglect the plumbing and if he did not think so, he would soon be called to task by proper authorities. He sees to it that the school hall is in good condition for meetings, gatherings, parties—bingo and otherwise. He is an educated man—educated in the Catholic traditions that are the last best hope of a battered reeling world. He is proud of the classrooms and of the general make up of his school. Well, the library is the hearthstone and the power house of the spiritual culture and intellectual inspiration

of his boys and girls. The classrooms will deal with the informational factors in education, but it is the library that blends inspiration and recreation in such a manner as to round out the well bred Catholic youth that we offer as the contribution of our Catholic schools to these United States of ours today. If people and pastor catch that gleam, there is no problem in library support.

Without a well equipped and smoothly functioning library a school is a cripple. And Catholics of today are becoming more and more impatient and more and more critical of crippled facilities in parish organization. Parents are jealous of the welfare of their children. Rightly so, and they will go the limit for the children's welfare if they are once convinced of the means necessary to assure this welfare.

There are about 6,500 white Catholics in Charleston. We have 1040 children in our white schools. (Remember that the State Law required segregation and you'll understand why I use the word "white". We have a magnificent school for colored children in Charleston, but that is another item.) Just last fall we raised the money to erect an activities building at Bishop England that will cost \$97,000.00 complete. It is now under construction. What our Catholics have done and are doing can be done and will be done in any parish where the welfare of children is made the high light of parish activity. Our people support what they believe in. But faith in human institutions must be grounded on confidence. The Bishop England High School has the confidence of the Catholic people of Charleston. And that confidence is the stimulant that convinces the people that the school burden, as part of the

burden of our divine Lord, is light, indeed.

What opportunities can the principal provide to integrate the library and the curriculum? Is there provision in the day for release from class work? time for use of the library? Is the use of the library taught as a curricular requirement either formally or informally?

To meet the requirements of the State of South Carolina Department of High Schools, library instruction is required and the school is checked on the manner in which this instruction is given.

Every class in the Bishop England High School receives instruction regularly in the mechanics of library use. The schedule is worked out by the librarian and the teachers. Our librarian gives three full hours to this work every day. We have library seating space for twenty-four pupils to meet for lecture and demonstration work. We try to balance class sections on thirty pupils to a section. In this way the librarian can handle fifteen or so pupils at a time without undue pressure. Three groups are handled each morning in rotation through grades 7, 8, 9, 10 throughout the year; by the time a youngster reaches the junior year he has a good working knowledge of library mechanics. The seniors and juniors are held to form examinations on library technique either in English, History or Religion examinations.

But after all mechanics of library work are but a means to an end. I happen to teach History 4, College Prep, twenty-eight pupils; and Religion 4, General Course, thirty-four pupils. Both classes are urged to read much—but every pupil is held to a minimum—eight selected books for the senior year out of a possible forty or fifty titles. This provides for

variety of taste. These books are selected from poems, plays, novels, biographies, social studies, essays within the range of high school senior mentality. The librarian has the list; each pupil has the list; and I have the list. We call it the BOOK-OF-THE-MONTH requirement. The pupils are guided in the selection of the book, if need be. I know the good readers, the indifferent readers and the uninterested readers; that's part of my job. I pass the information on to the librarian. Between us we keep close check on the troubles of the indifferent and uninterested readers (we don't have to bother with the good readers) and we frankly tell these pupils what we find. I hold the pupils to a short written report of the book or to a form test on it. Among the disturbing factors we find in the indifferent and uninterested readers are: working out of school hours, disturbing home conditions, poor background, emotional unbalance (more general than suspected), no desire for self-improvement, too many social or athletic obligations, movies, radio and comics. Each factor must be broken down if one looks for a change in attitude. We find that if the various factors are not removed or remedied, there is little improvement in reading as a cultural factor in life. Frankly, I have found many pupils who would prepare, in a fairly decent way, text book assignments but who had no interest in books beyond that minimum. I have not as yet located a method of curing them.

What concrete solutions to the separation of the study hall and library functions can the principal initiate? How?

Simply by abolishing the study hall—a hangover from boarding school days

and institutionalism, unfortunately carried now-a-days into a school without a sufficient number of teachers to cover class room operations. We have no study hall problem because we have no study hall—or home room as it is called in the Charleston schools. We have no pupils with free periods. We have teachers enough to cover every class section every period of the school day. All extra-curricular activities are carried out after dismissal. I have no suggestion as to how this arrangement between study hall and library can be worked out because I have had no experience with it.

Does the principal give the librarian release time (at least two periods a day) when no assigned attendance in the library is scheduled in order to do business of library organization and administration which are impossible when she is servicing assigned groups of students?

Yes—our librarian has three periods scheduled and two unscheduled periods daily. Once a week she remains in the library one hour after dismissal and once a month she gives a full Saturday morning to library care and organization.

Our goal is to bring home to our pupils a realization of the truth expressed by Emily Dickinson when she writes:

There is no frigate like a book
To take us lands away,
Nor any courses like a page
Of prancing poetry.

This traverse may the poorest take
Without oppress of toll;
How frugal is the chariot
That bears a human soul!

The Supervisor and the School Library

By MRS. MARY PEACOCK DOUGLAS
State School Library Adviser
Raleigh, North Carolina

In a land across the sea there is a very beautiful chapel called "The House of Many Lamps". It was built long ago in the sixteenth century by an aged duke who thought to make his people know their importance as individuals and as a group. One day he summoned his builders and told them he would build a church, so beautiful that those who came to worship would be impelled to kneel in devotion the moment they entered the door, for its loveliness would draw them instantly to God.

At last the great day came when all was finished and the duke called his people to come and see. The lines of marvelous beauty, the graceful beams, the gorgeous carvings, and the miraculous windows—all were beyond their fondest imaginations.

"But," exclaimed one, "where are the lamps for the church?"

"My son," replied the duke, "there will be no hanging lamps. Each one who enters must carry his own. I have provided small bronze hand lamps for every one in the village. So in this House of God there will be a dark and lonely place if all His sons and daughters do not come to worship Him at the appointed hour".

This simple and beautiful story could be used to illustrate any endeavor which requires leadership and concerted individual action. It is in evidence today in that the Department of Librarianship of

Marywood College has assumed leadership in arranging for the discussion of mutual individual problems. But if no individuals were here, the leadership would serve limited purpose. So is this true in the supervision of school libraries. The supervisor must be aware of the needs and must assume leadership in helping to solve them. It has been said that a leader is one who thinks ahead of the members of his group while he remains to work with them.

The two questions which come most frequently about school library supervision are: "What is it?" and "Why have it?" The third question which should come to our minds is "How attain it?" A full understanding of the first two frequently solves the last—if the first two are understood by the right people.

The part that the school library supervisor plays in effecting a library-centered school program is closely related to her philosophy of the educational aspects of school library service. The philosophy which underlies my conceptions should probably be stated first.

I believe that the school library should be an integral part of the educational program and should be administered by the educational authorities as a necessary feature of a well-rounded educational program. I believe that the school library should include adequate personnel trained for school and library work; ade-

quate books and other materials, selected and suitable for the school group to be served; adequate quarters and equipment, located and arranged for easy, frequent, and inviting access; adequate instruction for facilitating and encouraging the use of library materials; and adequate budget for keeping the program vital. The school librarian should be concerned with the total school program, should keep herself informed about it, should participate in its development, and should emphasize the relationship of the library to its every aspect. The school library supervisor should work to see that these things are accomplished.

In preparation for this talk I asked several persons what each considered the most important activity of the school library supervisor. While the answers were varied, they boiled down to this: The promotion of a better understanding of school library services and a co-ordination of activities to achieve results. One school librarian said that the supervisor was "to hear the woes and joys of school librarians, to comfort and encourage them, and to help them set their feet a few steps closer to the goal".

Perhaps one does think first of the supervisor working with the school librarian. Surely that is an important part of the work. The supervisor must know the school librarian—her weak points and her strong points and must be sympathetic to both. I think of one school librarian who brilliantly conceived and executed simple, effective book displays within her own school. She was encouraged to set down her ideas that they might be shared with many librarians less imaginative but equally as hard working as she. And she in turn learned to curb her impatience and her sarcastic tongue by working close-

ly with an even-tempered associate who was light of heart. It was the supervisor who had brought them together and each added to the other's stature.

I remember, too, being called long-distance early one morning by a librarian who weepingly told how the school building had burned during the night and with it everything in the library—everything. I immediately got together copies of librarians' tools and drove to the town to console her and to plan what she might do in a temporary location. She was right that *everything* was gone. We organized a group of students to comb the town for book and magazine donations, holding all gifts to titles appearing in standard lists. We found a room in the basement of a church which could be used as a temporary receiving and work center; we met the local P.T.A. board and arranged for committee backing of the drive for recommended materials; we talked with the superintendent about probable insurance benefits for book purchase, and we talked about plans for the new building that surely would come. There was no time for wringing of hands or giving way to grief. Now—four years later—the school still operates in temporary quarters because war priorities have prevented the erection of a new building, but the library is a joy to behold. The quarters are temporary and very crowded, but the eager boys and girls are using more widely than ever a book and materials collection that exceeds the excellency of that which was destroyed. The librarian has said to me several times, "What if you hadn't come that day? I was ready to give up, to resign; everything seemed to be gone. Then you put the *Standard Catalog for High School Libraries* in my hand and said, 'What

will be your purchase for the new library?" I suddenly knew that the important thing was to build again". In a few days of encouraging and listening the supervisor had learned much to share with other discouraged ones; the librarian had planned a positive program of action. Couldn't all that have been done without a supervisor? It could have—of course—if— How many "if's" I leave you to supply.

The supervisor works with the librarian, not against her. The supervisor is concerned with evaluating and building up, not with criticizing and tearing down. She tries to view the whole situation impersonally and impartially and to give it direction in terms of the best good for the boys and girls for which it was planned.

The supervisor must also work with all teachers and with other school personnel. She must know them as individuals as well as members of a group. She must know the course of study that will be followed. She must know the technique of classroom instruction. And she must know library materials so well that she can without hesitation co-ordinate the activities and materials of the library with what goes on in the classroom. She must in fact be an active member of the group which prepares the course of study to be sure that the use of library materials becomes naturally a recommended aspect of it rather than an attached procedure. The idea may be explained by a simple illustration, which fortunately occurs infrequently in my State now, but which was my bugaboo for several years when I first became a supervisor. When I entered the school, the principal would greet me and after a brief conversation would suggest that he show me his school. We would visit the gymnasium,

the auditorium, the lunch room, the home economics department, and a classroom or two while I had my weather-eye open for evidence of library integration. Then he would say, "Now that you have seen our school, let me show you the library". After that no amount of explaining that the library was the heart of the school could ever convince me that there was a library-centered school there. It is a far better sign (and parenthetically I say that I meet it more and more frequently) when the principal says, "Let's go to the library first to see which groups are working there and to see what materials have been borrowed into classrooms. Then you will be better able to give suggestions for improving our materials in terms of needs and for helping our teachers utilize them more largely with the boys and girls. Don't you think it would be helpful if our librarian went with us into the classrooms?" There is evidence *there* that this is a library-centered school.

The selection of textbooks for all the subjects may seem far removed from the province of school library supervision, but I know one who definitely influenced the choice of a basal text in high school mathematics by pointing out that one text being favorably considered was really prepared some fifteen or twenty years ago. The recent copyright had been secured on the basis of about a dozen inserted unnumbered pages of up-to-date problems which were not cited in either the table of contents or in the index of the book. If the supervisor assists with the selection of the texts, she is in a better position to direct library activities toward classroom work—and in every subject area there is ample opportunity for library correlation.

We must not overlook the part which the supervisor plays in the selection of library materials. In many places she has the responsibility for examining books and other materials and for preparing a recommended purchase list. This phase of the work serves a particularly helpful purpose in those areas where books are not available for actual examination in the local school. The evaluation of old book collections sometimes falls to her lot, also. How many times has a school librarian called on me to recommend that she discard a lot of old books which she knows have no place in her library, but which her administrative officer hesitates to destroy? Again, it may be necessary for the supervisor to initiate the discarding program.

Some of the activities which we have discussed come under the head of in-service training. Now in-service training, like library instruction, falls under two heads, formal and informal; and I strongly favor both. Each of these may be subdivided, too, into in-service training of library personnel and in-service training for other school groups. The in-service training program with library personnel is concerned with keeping the group informed, of improving and unifying procedures, sometimes of instructing in techniques, and always in stimulating professional and personal growth. The in-service program with other school groups is designed to develop sympathetic understanding and concrete knowledge of libraries and library materials and the part they can play in the education of individuals. One of the most interesting of my recent experiences has been a volunteer study group of forty teachers who met for ten two-hour periods to learn more about children's books and how to

use them in teaching. The concrete evidence of their study is now available as a mimeographed bulletin. I have met with groups of school superintendents to discuss what goes into modern school library quarters and why. I have met with English teachers to discuss their need for greater knowledge of books for young people and have seen local groups begin the planned reading of books in this area. The possibilities in the realm of in-service training are limitless.

It would seem, indeed, that all the work of a school library supervisor tends toward a library-centered school. Activities which we need not discuss but which should be mentioned are those relating to financing the school library, to gathering and compiling statistical data, to directing technical organization of materials, to giving demonstrations, to developing and promoting standards for school library service, to recommending requirements for certification of school library personnel, to promoting better classification and salary schedules, to making surveys of existing facilities, to writing articles on library topics, to speaking at innumerable meetings, to working with training agencies, to serving as a placement bureau, and to drawing floor plans and equipment to scale. As a matter of fact, on one occasion, under pressure, I listed eighty-eight separate library activities which my own office carries on, and could think of others which supervisors whom I know are doing.

When one considers what school library supervision involves, he feels considerably overworked and exhausted, but the response of his fellow workers makes the whole thing rosy. It is much like the farmer who had worked the same farm

(Concluded on page 189)

The School Librarian Serves the Faculty

By SISTER M. ST. ANN, S.S.J., Librarian
St. Joseph's Academy, Cleveland, Ohio

It is with the greatest reverence that I approach the topic which this Library Conference has assigned me, "The Relation of the Librarian to the Rest of the Faculty in the Secondary School". We Catholic librarians, teacher-librarians, and teachers are laboring equally in what St. Gregory Nazianzen calls "the art of arts and the science of sciences", the direction and formation of youth. Our late Holy Father, Pius XI, does not name librarians specifically in his classic Encyclical on Christian Education, but because he himself was a librarian as well as a great teacher, I'm sure he had us in mind when he wrote:

"Perfect schools are the result not so much of good methods as of good teachers, teachers who are thoroughly prepared and well grounded in the matter they have to teach; who possess the intellectual and moral qualifications required by their holy love for the youths confided to them, because they love Jesus Christ and His Church, of which these are the children of predilection."

It is this inclusion in the ranks of educators, this high praise from the Vicar of Christ that fires the soul of the Catholic librarian today with the sacredness of her role.

If I had been asked fifteen, or even ten years ago to prepare this paper, I am sure that my confidence in a school library would have been of such quality that I would have painted a Utopian picture of a high school that was great and good,

simply because its library was functioning properly. I would have quoted educational yearbooks, superintendents' reports, standardizing agencies, which called the library the hub of the school, the coordinator of a school's academic activities, the source of vitality in a school's program. And my own convictions would have been so strong that they might have had power of contagion.

But much water has flowed under the bridge this last decade and a half; things have been happening in American schools that have blurred the picture of American education. Speaking more specifically, an avalanche of external influences has descended upon our own schools, disheartening at times in its effects, and threatening with speed to shake even the foundations.

My confidence in a school library has not diminished through the years, not one iota. But the educational picture has become so complex and shifting that in my limited experience at least, the library has been taxed to the utmost, not so much in its resources as in its methods, in order to keep abreast of the educational policy of the school.

And what has all this to do, you are asking, with the relation of the librarian to the faculty of the school? You will be impatient with me if I continue to groan in spirit over the confusion and inadequacies of modern education, when

I have been given a librarian-teacher equation to solve. But it seems that in the solution of that equation the first step is a clear understanding of the terms involved; and this is just another way of saying that librarian and teachers must know perfectly and interpret identically the aims, ideals, and purposes of the school in which they constitute the staff.

This fundamental oneness of vision is, we know, the strength of any Catholic school. There is no greater danger of a staff member, even a librarian, going too far adrift in her interpretation of the "final end and aim proper to Christian education, according to God's established order in the economy of Divine Providence", but it is highly possible to undermine and frustrate the aim by lack of mutual understanding and co-operation in the practical working out of the Christian ideal in a school.

This brings me, then, to the heart of my paper. The two strongest convictions I have concerning library service are these:

1. The essential function of a school library is to co-operate with the faculty in making the student body read and study.

2. The librarian in a Catholic school is first, last, and always the "*Ancilla Domini*".

I shall consider these two singly.

1. *The essential function of a school library is to co-operate with the faculty in making the student body read and study.*

I sense the formal heresy in this dwarfed concept of education, but I cannot change my mind. I'm picturing to myself a medium-sized girls' high school in a metropolitan area, with a student body of approximately 600. During the

war years the students in this school have consistently held part-time jobs, or filled in places at home for their mothers who are working. They have been disturbed in mind and heart by anxiety for relatives in service; they have been living in an atmosphere of unrest, not of their own making. Entertainment has become increasingly bawdy and unsatisfying.

They came to school for five hours a day, and took what the school offered. One thing above all else, they had a right to, namely, training in purposeful quiet thinking and self-possession. How far did we librarians and teachers go in order to become practically aware of our students' physical and spiritual restlessness? What plans did we work out together to offset the reign of confusion in youthful hearts and minds?

Could it be, perhaps, that schools have been standing in their own light, and have been unable or unwilling to set proper limits to their educational offerings? Have they allowed the home, and other organizations to thrust responsibility upon them which they were unprepared to bear? Did faculties become so enamored of activity programs that true learning processes have had to suffer? Is there any truth at all in Jacques Barzun's condemnation of modern American education, which he calls "a ritual covering abysses of emptiness"?

Is there nothing at all to be said for the power which reading and study give? Is there no validity in the traditional offerings of schools through the ages? Does our own personal education, a generation ago, by contrast heighten our confidence in the methods and objectives of today?

Have we and our fellow teachers already begun to challenge some of the recommendations which educational and

library journals make to libraries? Essentially, these recommendations add up as follows:

1. Teachers want to be kept informed of library resources in their particular fields.
2. They want co-operation in planning of library periods for their students.
3. They expect help in preparing reading lists.
4. They depend on the school library to be a liaison between them and the public library.

Always it is material and books—books and material. Is there anything to be said here for fewer books, more limited material, carefully selected by teacher and librarian? Do you meet in your library, conditions which point to lack of classroom—library co-ordination—conditions that cannot be cured by adding more books to your collection? Do you meet students who are bewildered in the presence of simple reference tools; pupils who cannot sift the wheat from the chaff in what they read; pupils who write avidly during their reading; pupils who are unable to relate an isolated fact they are sent to find, to the whole field they are studying? Can you always count on a child's absolute skill in handling the alphabet as she meets it in the card catalogue, the encyclopedia, and the dictionary?

The answers to these questions, I believe, are not accidents, but symptoms. They are the problems which a whole faculty must face together, if a school's educational program be worth the name. In the solution, both teacher and librarian may have to do violence to themselves in relinquishing their devotion to a wide reading program in favor of one that will make readers of those who read, and students of those who study.

2. *The librarian in a Catholic school is first, last and always—the "Ancilla*

Domini". Professional texts and library schools rate her differently; they demand that she be the "book specialist for all departments, the auxiliary for every classroom in the school, the guide for recreational reading, the personnel worker in the matter of giving vocational advice, the supervisor of lesson-getting, the dispenser of facts and information".

I know of at least one librarian who took herself and her responsibilities rather too seriously at the beginning of her service; and she owes endless gratitude to the members of the faculty who taught her that educational responsibilities are best shared. I am thinking here especially of an incident concerning reading lists, which were prepared and distributed without classroom collaboration. The librarian learned, at too high a price perhaps, that the best lists are those in which subject teachers and librarian concur.

Library schools and librarians' manuals stress tact, initiative and enthusiasm as the personal qualities which a successful librarian must cultivate. Most high school libraries provide opportunities for the cultivation of humility and patience. Supernaturalized, the aggregate of these virtues gives a religious librarian an eagerness to serve her Sisters and a holy pride in being God's Handmaid to them.

Such a librarian studies the faculty one by one; she learns to measure their weakness and their strength. Without much effort she makes herself acquainted with their reading tastes; within limits, she considers herself privileged to administer to at least some of their intellectual needs.

In the general program of the school she works with teachers; seldom does she take the lead. She has learned from experience that librarians cannot adopt wholesale the suggestions which she finds

in current professional periodicals; too often they run counter to the educational pattern of the school; too often they invade the rights of individual teachers.

In a thousand different ways the librarian learns that sharing experience is the very essence of her service. By nature, the teacher-student relationship is the strongest in the school; the librarian must be content to share this relationship only obliquely, through the help she gives a student, a teacher, or both.

If a librarian wants books read, books of her selection, she consults subject teachers in working out a plan. She knows that a teacher's recommendation goes immeasurably farther than the publicity which a library can give.

In every youthful librarian's career there is the urge to suggest to teachers books they might use to furnish a richer background for their subject. Experience taught one librarian to delay her suggestions until she was asked. It is more than possible for a librarian to make the mistake of believing, for instance, that a background of Roman History would be not only interesting but essential to a second year Latin class. A Latin teacher could easily be right in demanding minimum essentials, and being satisfied that at least some of her class knew that "Gaul as a whole was divided into three parts".

Every school librarian must constantly study devices she can use to cement the bond between the school and the library, between herself and the faculty. These devices are treated fully in professional books, and must be evaluated individually in terms of the needs of our particular school.

In somewhat random fashion, I should like to describe some of the things that have proved useful in one library.

- A. The first of these is a Questionnaire, devised at a time when library attendance was particularly low. In a Bulletin to the faculty, the spirit and the purpose of the questionnaire were explained.
- B. The Library Bulletin mentioned above is intended to keep teachers linked in knowledge and interest to the school library; typical articles are: news of reading circles; Cleveland Public Library publicity; teachers' professional reading lists; and always a plea for co-operation in teaching the physical care of books.
- C. Library Instruction is correlated closely with Freshmen English, with Teachers and Librarian planning problems—sharing-check-ups, etc.
- D. Library reading lists in every field, as well as a co-operative approved by all departments.
- E. A unique opportunity which this particular library has had for service is a share in the editing of the high school religion series used by the Cleveland Diocese. The care that went into the making of the bibliographies, the reading of manuscripts, the frequent conferences during the writings of the series, has given the librarian an opportunity to explore a large field of religion teaching on the high school level; she is only too eager to share her findings with pupils and teachers of religion.

The picture of the school librarian is incomplete until we speak of her loyalty. In a Catholic high school the roots of this loyalty are deep and strong; they are love of community, love of its ideals, love of the work which Christ has given us to do. Clear-sightedness in interpreting the ideals of the particular school in which we teach, and honest appraisal of our fellow religious will be our safeguard, as librarian, in our loyalty to student body and faculty.

Apropos of this so necessary attitude—I remember the lesson in loyalty I learned in library school from the teacher of High School Library Administration. She didn't really mean to teach it, I'm sure.

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Public Library and School Co-operation

By GRACE W. ESTES, Librarian

Osterhout Free Library, Wilkes-Barre, Pennsylvania

A few weeks ago in the Children's Room of our Main Library two small girls turned in to the desk a coin purse containing about nine dollars which they had found on a book shelf. A few minutes later two colored children appeared anxiously reporting the loss of a purse. Upon the suggestion of the children's librarian, they went over to thank the girls who had found it. There ensued a very interesting conversation about the books they were choosing. The Negro children each selected books about Chinese children by Lattimore while one of the little white girls chose *Epaminondas*. Each of the four children, in the end, had a hand in selecting the others' books. Is there a better example of different ages and races mingling in an entirely natural way? This sort of thing, in one form or other, goes on in children's rooms of public libraries all over the country.

In your schools you, of course, teach democracy and co-operation. Every other agency which offers the child opportunity to put these ideals into practice on his own initiative strengthens your teaching. Public libraries, which serve people of all ages, races and creeds on an equal footing and in relatively informal atmosphere, are in a strategic position to foster democratic action.

We who work in public libraries like to encourage children to form the public library habit early—in picture book days

if possible, or at least when they are first learning to read. Our reason for this will, I am sure, be clear to this group.

It seems presumptuous, in fact, to bring to the attention of this audience the importance of forming good habits early in life, for I know of no organization which has more fully realized the significance of this need and has more successfully acted upon it than has the Roman Catholic Church. If then we want those who are now in school to continue their education through reading and study when school days are over, we must acquaint them now with the resources of the public library. We must make them feel at home there, show them how to use its tools and demonstrate the interest of the library staff in their problems and hobbies.

At the end of the school day when the school library closes, the public library offers its large collection of books for supplementary and recreational reading. It offers help in finding information on school topics. It can usually give more emphasis, than can the school library, to reading for pure enjoyment both because of the nature of its collection and because it is free from curriculum emphasis. Reading guidance is available in the public library from librarians especially trained in children's and young people's literature. The chief interest of these workers is in the choice of the best books the individual child is capable of reading with appreciation and enjoyment.

For children from elementary schools where school libraries have not yet been developed, and I am afraid there are many such public and parochial schools all over the country, the public library has a double duty to perform, or I would rather say, a double opportunity to be helpful.

So far, we have been thinking in rather general terms of public library service to children and young people of school age. You are interested I am sure, in the specific services which the schools, their pupils and their teachers can expect from the public libraries. These services vary somewhat according to the amount of money the public library has to spend—for on this factor depends, to a considerable extent, the size of its book collection, the quality of the library staff and many other factors.

A few basic facts about the Osterhout Library seem essential at this point. It is an endowed public library which began to receive public support from Wilkes-Barre City in 1937. For fifty years it has given free service to people all over Luzerne County. Its book collection numbers 105,000 volumes; it has a staff of twenty full-time workers, twelve of whom are professionally trained librarians. During the past year, Osterhout services have been withdrawn from places in the County having tax-supported libraries of their own. This was necessary because of decline in endowment income, greatly increased costs, and increased obligation to Wilkes-Barre because of its financial aid. If the County should appropriate money for maintenance of our services outside the County seat, we would be able to resume full service.

In addition to our Main Library on South Franklin Street, we maintain two

branches in the city—on George Avenue, Parsons, and on Stanton and Airy Streets in the south end. We also have branches in Wilkes-Barre Township and Swoyerville, the former in the Georgetown Settlement and the latter in Swoyerville Community House.

Of our twelve professional staff members, there are five who work directly with schools. They are our Head of Work with Children, our Young People's librarian and our three branch librarians. When you come into the Main Library, you may be served by our Reference, Information, and Circulation workers—but the five I have mentioned are those who come to see you. We have a new head of work with children, Adaline Dock, who has come to us after three years of children's work in the public library school of Portland, Oregon. Miss Dock had previously had five years of school library experience in Minnesota cities. Those of you who come from high schools in the Wilkes-Barre area probably know Ruth Gordon, our young people's librarian. Miss Gordon had eleven years of work with children and young people in the Brooklyn Public Library and a year in Providence Public Library before coming to us. Our branch librarians are Ruth Linder, North Branch, Elizabeth Lapsansky, South Branch, and Marion Dacey, Settlement Branches. Of course all these workers are College or Library School trained—it will interest you to know that Miss Lapsansky and Miss Dacey are graduates of Marywood College and its Library School.

These five workers visit public and parochial schools, with your permission, of course. In their school visits they tell the children about the public library, inviting them to join, to use its facilities

and to attend its story hours. They like to talk briefly about current books, telling just enough to give the book's flavor and to awaken the child's interest. Stories are sometimes told in the lower grades. Visits are never made without first calling the principal or Sister in charge to arrange a convenient time.

In the Spring these school visitors from the public library usually invite the children to join a summer reading club. The object of such clubs is to encourage the reading of worth-while books during the vacation months. The children who read ten such books are given a reading certificate in the fall when the schools open.

Another way in which the Osterhout, and other public libraries, serve school pupils is through classroom collections of books. With us, this service depends for its success entirely upon the interest of the individual teacher. Any teacher in our service area, who wants such collections, may borrow some twenty-five books at a time for a six-weeks period, for circulation to her pupils. A simple record is kept of who reads the books while they are at schools. In that way we know whether the collection is enjoyed. The teacher may come in to select her own collection, or she may call up and ask to have the children's or young people's librarian select one for her. To get the best results, it is well to allow enough time for careful selection and preparation of the books before they are called for.

These collections are loaned on a special teacher's card which any teacher in our area may have in addition to her personal borrower's card. She may also use her borrower's card for borrowing books in the field of education or for books needed in connection with teaching certain subjects or in the preparation of spe-

cial school projects. There is a six-weeks period of lending on all books so borrowed, instead of the usual two-weeks period.

In addition to books, the Osterhout, like most public libraries, lends many pamphlets, clippings and pictures. Thousands of the latter are available and as they are arranged by subject they are constantly in demand to clarify and enliven the teaching of history, geography, art, science and many other subjects. Music scores and song collections are often borrowed for school use; so are books on folk dances and singing games. Special day materials — poems, stories, plays and pageants are used a great deal by teachers and pupils alike.

The Osterhout will lend to all schools in Luzerne County the *Chronicles of America* motion picture films, produced by the Yale University Press Film Service in connection with the *Chronicles of America* book series. These are silent films in black and white of three or four reels each, on different phases or periods of American history. They are suitable for grades six through high school except for very sophisticated young people. They may be borrowed only for a few days at a time, and, as the Library lending them is under contract with the Yale Film Service, a contract with the Osterhout must be signed by the school borrowing the films. This contract states the conditions for showing the films. These conditions must be met by the school.

The Pageant of America historical slides are also available for loan, in the same manner, to schools of Luzerne County. These historical slides have not been used as much as the films, and the Yale Film Service has been rather disappointed in the interest in this area as

compared with that reported elsewhere. It would seem that the lack of interest cannot be due entirely to the influence of movies. Do the schools lack projectors? Have we failed to make this service known? Yale claims that in many ways slides are more useful in teaching than are films, as one picture can be kept before the pupils while an explanation of the subject is given. These are some of our special school services.

Of course, to get the most good from any public library, the teacher will want to plan ahead her library needs, for the best material is bound to go to the first comers.

May I suggest that your pupils will get much better help from the library when they come for special topics, if you call up ahead to tell us the subject or subjects that have been assigned. If, some day, a whole class descends upon the library after school seeking special topics, and children from other schools are also demanding attention, it will not be possible to give each child the help he needs or to find quickly enough good material to go around. If, however, the children's librarian is forewarned, she can, during the quiet hours of the day, look up many references on the subjects assigned and have them ready.

It is particularly important that the library be notified in advance when an entire class, or a good number of pupils, are to be working on the same topic. Sometimes topics are assigned on which only a few circulating books are available. The first child to arrive takes all of them and it is not until later that we discover that the topic was not his special assignment, but a general one. Those who come later must either stay at the library and take turns using reference material

or go away without doing their assignments.

Sometimes a child from a public or parochial school hands a library worker a slip on which are written a few book titles. He says that the "teacher" or the "Sister" sent him. No doubt he was told exactly what the list meant—but you know how children are—by the time he arrives he is apt to be pretty vague. Sometimes he doesn't know whether the Sister just wants to know whether these books are in our collection; whether she wants him to borrow them for her; whether she already has these books and wants them renewed; or whether she wants them placed on reserve at the library for the use of her class. May I suggest, for your own sake, sending an explanatory note on such occasions?

The Osterhout, like most public libraries, welcomes class visits to the library in order that students may become acquainted with library resources and learn how to use the catalog and other tools. It is, of course, necessary to know ahead when a class is coming in order to make the visit worth-while. We hope that many of you, who are within our service area, will arrange such visits.

To those who teach in secondary schools, I should like to suggest that, if possible, more titles be added to lists of books for required reading. It is often difficult to provide enough copies of the few titles listed to take care of all the young people. High school students themselves will welcome a wider variety of choice as well as a number of more current titles. Sometimes we ask the students if they can substitute other books by the same author, or in the case of parochial schools, we show them printed

(Continued on page 188)

News and Notes

C.L.A. CONFERENCE

"C.L.A. in the Atomic Age" is the general theme of the annual conference of the Association, which will be held in St. Louis, Missouri, April 23-26.

The St. Louis Unit will be host to the delegates. Miss Eleanora A. Baer, Fontbonne College, St. Louis, Chairman of the Unit, is head of the committee in charge of local arrangements. Committee members include: *General Business*, Dr. William A. FitzGerald, Brother James McMenamy, S.M., Mother M. Dowling, R.S.C.J., *Registration*, Sister Mary Alice, O.P.; *Publicity*, Sister Anne Catherine, C.S.J., Sister Ligouri, C.S.J.; *Membership*, Brother J. Sylvester, F.S.C., Sister Lioba, S.S.N.D.; *Lodging and Hospitality*, Brother Clarence Saunders, S.M., Sister M. Eleanor, C.C.V.I.; *Mass*, Reverend Charles Kruger, S.J., Reverend Raymond Spitzer, C.S.S.R.

HOUSING

The C.L.A. meeting is being held in conjunction with the meeting of the National Catholic Education Association. Hotel accommodations are restricted, and C.L.A. members who have not made reservations through the N.C.E.A. committee are urged to apply directly and without delay to the St. Louis hotels. A limited number of reservations are available through the local committee for those who send in advance registrations before April 9. Do not go to St. Louis unless your reservation has been confirmed. Address advance registrations to Miss Eleanora Baer, Fontbonne College, Wydown and Big Bend Boulevards, St.

Louis 5, Mo. Indicate whether or not you will attend the General Luncheon on Thursday, April 25. Registration fee, \$1.00.

PROGRAM

All Sessions will be held at Kiel Auditorium unless otherwise noted on the final program.

The *Advisory Board* will meet on Tuesday afternoon at 2:00 P. M. Chairman, Brother A. Thomas, F.S.C., Manhattan College, New York City. This meeting is open to all committee and round table chairmen, officers of units and the Executive Council. Meetings of the Executive Council will be held Tuesday at 8:00 P. M. and Wednesday at 6:30 P. M.

The *First General Session* will be held on Wednesday, April 24, at 2:00 P. M. Chairman, Dr. William A. FitzGerald, St. Louis University School of Medicine Library.

The *General Luncheon* will be held on Thursday, April 25, at 12:30 P. M. Chairman, Brother A. Thomas, F.S.C.

The *Second General Session* will be held on Thursday, April 25, at 2:00 P. M. Chairman, Mr. Richard J. Hurley, President of the Catholic Library Association. This will be a business session at which administrative officers, committee and unit chairmen will deliver annual reports.

The following Round Table meetings will be held: *Cataloging and Classification*, Chairman, Sister M. Luella, O.P., Rosary College, River Forest, Ill.; *College Libraries*, Chairman, Reverend James J. Kortendick, S.S., Catholic University of America, Washington, D. C.; *Elementary*

School Libraries, Chairman, Reverend Andrew L. Bouwhuis, S.J., Canisius College, Buffalo, N. Y.; *High School Libraries*, Chairman, Sister M. Ildephonse, S.S.N.D., Messmer High School, Milwaukee, Wis.; *Hospital Libraries*, Chairman, Dr. William A. FitzGerald, St. Louis University School of Medicine Library; *Library Service to Catholic Readers*, Chairman, Miss Lucy Murphy, Canisius High School Library, Buffalo, N. Y.; *Seminary Libraries*, Chairman, Reverend Harry C. Koenig, Feehan Memorial Library, St. Mary of the Lake Seminary, Mundelein, Ill.

The final program will appear in detail in the April issue.

UNIT MEETINGS

WASHINGTON-MARYLAND-VIRGINIA

The Washington - Maryland - Virginia Unit met on Saturday, February 23, in Mullen Library, Catholic University of America.

Reverend Hugh J. Phillips, Unit Chairman, presided at the general meeting. Reverend Leo J. McCormick, Superintendent of Diocesan Schools, addressed the group on the importance of having sufficiently trained librarians in the elementary and secondary school library. Dr. McCormick aims to have trained librarians in all the elementary and secondary schools of the Diocese. Baltimore has had an Elementary Library Council for five years and Dr. McCormick is now organizing the Washington group.

Mrs. Helen Steinbarger, Chief, Adult Education, District of Columbia Public Library, reported on the East and West Association Library Institute which was held in Washington, January 12, 1946.

Group discussions followed the general meeting. The program included the

topics: Visual Aids, Student Assistants, Illustrators of Children's Books, Post-War College Libraries, Special Problems in Seminary Library Work, The Objectives Set Up for the Elementary School Library by the C.L.A. in 1942.

Chairmen of the sessions were: Sister Melania Grace, S.S., and Sister M. Fides, S.S.N.D., both of the Department of Library Science, Catholic University; Dom Bernard Theall, Librarian, St. Anselm's Priory, and the Reverend James J. Kordendick, S.S., Reference Librarian, Catholic University.

ST. LOUIS

The Greater St. Louis Unit of the Catholic Library Association met at Rosati-Kain High School, February 22. Approximately five hundred delegates attended the meeting. Highlight of the General Session was the address of Covelle Newcomb, popular author of juvenile books. Miss Newcomb's topic was, "An Author: To Be or Not to Be". Other speakers included: Brother J. Sylvester, F.S.C., who reported on National Catholic Book Week; Mr. Louis Nourse, Assistant Librarian, St. Louis Public Library, "A Message from the Public Library"; Dr. William A. FitzGerald, St. Louis University School of Medicine Library, "Some Persistent Problems in Library Book Purchasing"; Brother Raymond Witte, S.M., "A Catalog of Books for Rural Libraries". After luncheon, Round Table meetings were held.

In the Elementary School Libraries section, Sister M. Cyprian, S.S.N.D., St. Aloysius School, St. Louis, presided. Brother George Schuster, S.M., discussed "Catholic Authors for Young People"; Miss Lucy Schwienher, St. Louis University, "Juvenile Fiction Which Moves".

Sister M. Eleanor, C.C.V.I., Incarnate Word Academy, St. Louis, was chairman of the High School Libraries meeting. A paper was presented by Brother L. Robert, F.S.C., on "High School Reading from the Viewpoint of a Sociology Teacher"; and Covelle Newcomb discussed "High School Reading from the Author's Viewpoint".

In the College Libraries section, Miss Irene Marten discussed the Special Libraries in St. Louis. Sister M. Dorothea, S.S.N.D., Notre Dame Junior College, discussed "What the College Can Do to Help Elementary School Libraries". Sister M. Therese, C.P.P.S., St. Mary's Junior College, was chairman.

Dr. William A. FitzGerald presided at the meeting of the Hospital Libraries group. Standards for hospital libraries and librarians were discussed from the standpoint of personnel, book collection, and the budget. Taking part were: Sister Mary Edgar, R.S.M., St. John's Hospital; Miss Eileen Crist, De Paul Hospital; and Sister M. Susanne, S.S.M., St. Mary's Hospital. A panel discussion of "Integrated Relationships Between Libraries for Patients, Nurses, Doctors and Other Personnel" was led by Sister Berenice, O.S.F., St. Anthony Hospital. Representatives from the Hospitals of the Archdiocese of St. Louis and the Diocese of Belleville and Springfield, Illinois, participated in the discussion.

Reverend Patrick J. Mullins, C.M., presided at the Seminary Round Table.

A new group was organized within the Unit in the interest of Library Service to Catholic Readers. Discussion centered around Co-operation with Public Libraries and the Establishment of Parish Libraries. Reverend Aloysius F. Wilmes, St. Liborius, St. Louis, acted as chairman of the meeting.

NEW YORK-NEW JERSEY

The New York-New Jersey Unit of the Catholic Library Association held its second meeting of the year in the auditorium of St. Barnabas High School, Saturday, February 16, at 2:00 P. M.

In his address of welcome, Right Reverend Michael A. Reilly, pastor of St. Barnabas, stressed the need for stimulating lay appreciation of Catholic literature. Monsignor Reilly suggested the almost unlimited possibilities of parish circulating libraries.

In a discussion of "Teacher-Librarian Relationships", Sister Mary Agnes, S.C., librarian of Cathedral High School, New York City, pointed out the pivotal position of the library as an integrating factor in the modern high school, emphasizing its service function. Participation of teacher and librarian in co-operative planning, the development of student initiative through the use of the library, and the functional teaching of library techniques were some of the aspects of school library service considered.

Miss Margaret Scoggin, librarian of the Nathan Strauss Branch of the New York Public Library, spoke to the group on "Joy in Reading—Are We Fostering It?" Beginning with the premise that much of the truest joy in reading comes from exploring unfrequented by-paths, Miss Scoggin explored the contribution of women to literature through the ages.

Mother Anastasia, O.S.U., of the Ursuline School, resigned as Secretary-Treasurer; Sister Mary Agnes was elected to the office. Reverend Louis A. Rongione, O.S.A., of the Augustinian Academy, Staten Island, and chairman of the Unit, presided at the short business meeting. The next meeting will be held at Notre Dame Academy, Howard Avenue, Staten Island, May eighteenth.

PUBLIC LIBRARY AND SCHOOL CO-OPERATION

(Continued from page 184)

Catholic reading lists and ask whether they may report on some of the listed titles which are suitable for their school year. Is this practice acceptable?

It is, of course, the business of our children's and young people's workers to know what books are suitable for and acceptable to the parochial schools. These librarians will be glad to suggest additional titles for your reading lists or for purchase for your own school libraries, if you wish such help.

The public library naturally has a different problem of book selection than does the school and especially the parochial school. It must meet the book needs of all ages, of all the varied groups and interests in its community. It is public library policy, however, to see that questionable books are not circulated where they might give offense.

A Sister in one of our parochial schools in Wilkes-Barre once asked one of my staff members whether we had a Catholic department. The answer of course was that we do not have a special department for Catholic books any more than we have for Protestant books or Jewish books. But we do have many Catholic books—books by Catholic authors and books by non-Catholic authors which are approved for Catholic reading. If these books were placed in a Catholic department, their use would be restricted almost entirely to Catholic readers. As they are now arranged, however, these books are read by a much wider group and their influence goes much farther. I am thinking of such titles as *Man of Molokai*, by Anne Roos; *Vagabond in Velvet*, by Covelle Newcomb; *My Dear*

Patsy, by Anne Weil; *Mary, Queen of Scots*, by Ann McGuckin; and *Young Douglas*, by Jeanette Nolan. These books are popular with children of all faiths, but would be lost to them if segregated in a Catholic department.

There are many problems of book selection, arrangement and service which we have not solved to our own satisfaction, much less to yours. But we are eager to make the public library increasingly useful to you and your pupils. We can more nearly achieve this objective if we know more about your objectives and curricula. No doubt we often make the mistake of providing what we think you'll need and then waiting for you to ask for what we have secured.

I am certain that we have in common a desire to give children and young people the best possible start in life—to instill in them high ideals and to help them develop the courage and faith to live up to them. We share the desire to stimulate them to make the fullest and best use of their mental endowments. Schools and libraries—the teacher and the librarian—working together, can, I feel sure, come nearer to the attainment of these objectives than can either one, working alone.

THE SCHOOL LIBRARIAN SERVES THE FACULTY

(Continued from page 180)

This teacher was full-time librarian in a large public high school in Cleveland—a high school with a superior rating for its library. The teacher described for us the visit of the North Central inspector to the school. Almost immediately upon entering the library, he went to the science section and said, "Mr.— isn't requiring any collateral reading in his classes, is he? The books in his field are all on the shelves". Then, the librarian—

instructor discussed the faculty one by one. I could never understand how the librarian could feel competent to make an appraisal of subject teachers in terms of their students. Not at least in these chaotic times! Then and there I planned to make myself thoroughly at home in the use of equivocation and mental reservation to be ready for an occasion which might test my loyalty. But strangely, this occasion never did come. That same inspector has visited our school, but his questions have always been library questions, equipment, techniques, and reading interests of students and faculty members, reading programs, etc. — every one of them legitimate and wholesome. Once he asked me which faculty member read most widely; there was no particular difficulty about the answer. My real problem was to persuade the Sister to comply with the inspector's request for a list of the books she had read in the last year.

To summarize my convictions concerning the relations of librarian and faculty, I should like to say: The Catholic librarian, above all the Sister librarian, working in a school where the Christian pattern is as clear to her as to the rest of the faculty, knows the unique happiness of sharing the love and confidence of her fellow sisters. She in turn may always love them for what they do with reference to the library but she loves them very deeply for what they are. And because she loves their beautiful fellowship more as the years go on, she will sometimes compromise in their favor; she will follow where they lead. More than that — because she with them has instructed "many unto justice" she will be heartened by the hope that her unshaken fidelity in interpreting her role as handmaid to her fellow teachers will give her place

with them in an eternal constellation as stars for all eternity.

THE SUPERVISOR AND THE SCHOOL LIBRARY

(Concluded from page 176)

for forty years. He had grown sick and tired of it, so he decided to sell for what he could get. He went to a nearby town for an auctioneer and asked him to put the place up for sale. The auctioneer came out, surveyed the place, made some notations, and went back to prepare the sale. After several days, the farmer went out to his R.F.D. box, took out a long manila envelope, opened it and read the description of a farm for sale. He read every word with interest and when he came to the last line there was his name. He rushed to the telephone, called the auctioneer and asked, "Is that my farm?" "Why, yes," replied the supersalesman. "Whose farm did you think it was?" The farmer gasped, "Don't sell that farm. I've been looking for a farm like that all my life".

So it is with supervision. The daily grind may be drab and the results seem infinitesimal, but from another view it is a force in developing opportunities for thinking minds to acquire adequate information to form unbiased opinions. And from this our citizens are made.

So much for "What is school library supervision?" And now, "Why have it?" That we can answer in a sentence. It is that libraries may be fully co-ordinated, even integrated, with educational opportunities to the end that their maximum use may be stimulated and achieved. The supervisor's part is both idealistic and practical. She must have the sore of imagination that "sees a distant summit, a general route to it, and just where one must put his feet for the next ten steps".

New Books

BOOK CLUB SELECTIONS

Catholic Book Club—January

HAGGERTY, EDWARD, S.J. *Guerilla Padre in Mindanao*. Longmans, Green, 1946. 257p. \$2.75.

This is the thrilling story of Father Edward Haggerty, S.J., who stayed with his people in Mindanao after the fall of the Philippines, to be their spiritual father, and became the Padre of the guerilla movement and the free government. Yet it is more than his story: it is also the story of the struggle which General MacArthur called "the greatest resistance movement of the war", of the other Catholic Padres who refused to desert their people, of the courageous loyalty of the Filipinos whose faith and hope could not be crushed. This first-hand account of that agonizing, protracted struggle has all the pace of a real thriller; but more than that, it is the inspiring tale of heroic men and women, and their sacrifice and devotion to an ideal.

Charles G. McManus, S.J.

Catholic Book Club—February

LEWIS, CLIVE STAPLES. *The great divorce*. Macmillan, 1946. 132p. \$1.50.

Again in his usual brilliant and penetrating, yet ever-readable style, Mr. Lewis has given us a fantasy woven about a basic principle of morality, that good and evil are mutually exclusive and irreconcilable, that a definite choice must always be made between them in any human conduct. Creating two half-worlds after death, the "Valley of the Shadow of Death" and the "Valley of the Shadow of Life", the first ephemeral while the second is real and solid, he develops his theme by conversations between persons who have been brought by bus from the lower to the upper valley, conversations overheard by the bystander whose earthly dream is the fantasy. In presenting the incidents from the lives of these people, he shows the absolute necessity of choosing definitely between good and evil, between the love of God and the perversion of natural emotions during earthly life in order to attain bliss and Divine Union in the

afterlife. Most strongly does he indicate that good alone is true reality, that evil is only the perversion and negation of good. This fantasy is at times difficult to read (and the author acknowledges the inherent difficulties in his type of treatment) but the central idea is always clear and distinct.

Leonard Wolf, Ph.D.

DONOHUE, JAMES J. *Exile in the stars*. A book of hours. Macmillan, 1945. 56p. \$1.50.

Spiritual beauty and artistic excellence are combined in this poetic interpretation of the Creation, the Fall, and the promise of Redemption. The author has achieved a liturgical and a literary masterpiece.

Catholic Children's Book Club—March

Group P—Picture-book age; boys and girls
BROMHALL, WINIFRED. *Belinda's new shoes*. Knopf, 1945. 31p. \$1.50.

Simple heartwarming tale of the everyday doings of children.

GAG, WANDA. *Snow White and the seven dwarfs*. Coward-McCann. \$1.25.

Charming and faithful re-telling of an old favorite.

Group A—Boys and Girls, 9-11 years
LAVERY, MAURA. *Gold of Glenaree*. Longmans, Green, 1945. 192p. \$2.50.

Young and happy tale of two boys and a girl in Ireland.

Group B—Boys 12-16 years
BEST, HERBERT. *Border Iron*. Viking. 1945. 219p. \$2.00.

Tod and his dog, Limb, solve a dispute over iron ore in the 1740's.

Group C—Girls 12-16 years
BARNE, KITTY. *In the same boat*. Dodd, Mead & Co., 1945. 208p. \$2.00.

The story of a warm friendship between an English and a Polish girl who meet on ship-board.

Pro Parvulis Book Club—March*For Girls, 10-14 years*COMFORT, MILDRED HOUGHTON. *Search through pirate's alley.* Morrow, 1946. \$2.00.

A story of modern New Orleans sparkling with wit, written with class and charm. How the Dorsay family help good St. Joseph work a miracle and how the good saint sends them a most startling one in return!

*For Boys, 10-14 years*SPERRY, ARMSTRONG. *Hull-down for action.* Doubleday, 1946. \$2.00.

Four boys adrift off Guadalcanal, and their stout faith and trust in God. By a master of the vigorous sea tale.

*For the Talbot Group*GRAHAM, FRANK. *Al Smith, American.* Putnam, 1946. \$2.50.

To juniors and seniors in senior high goes a straightforward, informal story of the one Al Smith. Illustrated with old photos and fascinating prints.

JuvenileBELGER, SISTER M. JOSITA, O.S.F. *Sing a song of holy things.* Illustrated by Sister M. Maxine Malopolski, O.S.F. Tower Press, 631 N. 50th St., Milwaukee 13, Wis., 1945. 112p. \$1.50.

The principal doctrines are explained and the major feasts of the liturgical year are sung in verses that will appeal to the child from First Communion to Confirmation age. Excellent as a supplement to catechism study. Colored illustrations are attractive. Recommended especially for primary school teachers and libraries.

COLLIN, HEDVIG. *Wind Island.* Viking, 1945. 96p. \$2.00.

On Wind Island, every house had a story and Mother Andersen knew them all. The children enjoyed every minute of the day and especially the surprise and excitement of special occasions, like "Mother's birthday". This wholesome story of what children do in Denmark is rich in descriptive detail and colorfully illustrated.

FOLEY, GEORGE F., JR. *Sinbad of the Coast Guard.* Dodd, Mead, 1945. 157p. \$2.50.

An account of the adventures of Sinbad, canine Coast Guard mascot, lacking the objectionable details supplied in other stories of the same animal. Suitable for boys from 10-16.

Leonard Wolf, Ph.D.

L'HOMMEDIEU, DOROTHY K. *Robbie, the brave little collie.* Lippincott, 1946. 61p. \$2.00.

Children of the first three grades will like this beautifully illustrated story of a collie pup, who in spite of a preference for play, proved himself as brave as his ancestors when put to the test. For children of the first three grades.

STRUGNELL, REV. JOSEPH. *When ye pray, pray ye thus.* St. Anthony Guild, 1945. 56p. \$1.00.

A child's textbook on prayer, giving in schematic outline, with line illustrations, the texts of leading prayers and indicating fully the partial or plenary indulgences attached to their recitation. The large format (9" x 12") is necessitated by the purpose of giving text, illustrations, explanations and lists of indulgences on a single page.

E. P. Willing

TORRIANI, AIMEE and PATSY ELLIS. *Rag-a-Tag and other fairy tales.* St. Meinrad, Ind., The Grail, 1945. 78p. \$1.25.

Brand new fairy tales told of the little people who live in the garden. Imaginative yet simple, and gracefully illustrated. Stories and pictures will capture the fancy of the three-to-six year old. Aimee Torriani is the author of *The jester's prayer*.

WINDEATT, MARY FABYAN. *The children of Fatima.* St. Meinrad, Ind., The Grail, 1945. 144p. \$2.00.

The story of the children of Fatima to whom our Blessed Mother appeared as truly as she had appeared to Bernadette at Lourdes. Children and adults will profit by re-reading the message of prophecy and the exhortation to devotion to the rosary and to reparation.

LiteratureGARDINER, HAROLD C., S.J. *Mysteries' end.* Yale University Press, 1946. xiv, 142p. \$3.00.

Father Gardiner presents a scholarly investigation of the last days of the medieval religious stage. The reasons for the discontinuance of the Mysteries are emphasized by giving the history of their decline from 1509-1603 in England and a commentary on the religious drama on the Continent and the Reformation. After a thorough discussion of the traditional attitude of the Church toward the religious stage before and after Trent, the author shows that the popular religious stage of the Middle Ages owed its decline to measures of repression by those in authority, and that its tremendous popularity up to the bitter end was due to the fact that it was still religious drama, and not merely to the fact that it was broadly humorous. The work, well annotated, contains a bibliography and is a significant con-

tribution of importance to all interested in the history of the drama.

A. J. Miller, S.J.

GRACIAN, BALTASAR, S.J. *A truth-telling manual and the art of worldly wisdom*. Translated from a 1653 Spanish text by Martin Fischer. Second and revised edition. Charles C. Thomas, 1945.

Don Vincencio Juan de Lastanosa collected the choice morsels of wisdom from the twelve works of Gracian and he called the work an Oracle because of the brevity and truth of the aphorisms. In addition to a translation of this text, Mr. Fischer presents a critical introduction to the work and a bibliographical appendix containing a reproduction of the frontispiece of the edition of the text from which the translation was made and listing Gracian's works and the translations of the *Oraculo*. This is a translation of the text of Gracian, not as so many others, a translation of a translation. Here in neat epigrammatic English is the Spanish thought of a sixteenth century critic, whose wit and wisdom were as little appreciated by his contemporaries in Spain, as Jonathan Swift was in England.

A. J. Miller, S.J.

Reference

The National Catholic Almanac, 1946. Compiled by the Franciscan Clerics of Holy Name College, Washington, D. C., St. Anthony's Guild, 1946. 800p. Paper, \$1.50; cloth, \$2.00.

This standard reference book, now in its fortieth year, continues the high standards set by its predecessors. In addition to the regular charts, tables, dictionary of Catholic terms, etc., there is a ten page summary of the pontificate of Pope Pius XII, data on Catholic participation in World War II, and a general chronology of Catholic events for the period January 1 to December 15, 1945.

A suggestion for future editions would be to bring up to date the material on retreats, p. 375-7, which should include a complete list of permanent retreat houses. "The Convert's Library", a list of books recommended to non-Catholics, is in need of complete revision since it contains many out-of-print titles, omits many popular modern titles as *Catechism for Inquirers*, *Faith of Millions*, *The Catholic Church in Action*, etc. Annotations giving the content and reading level of these titles would also be helpful. A detailed sixteen page index completes the volume.

E. P. Willging

Religion

LUNN, ARNOLD. *The third day*. The Newman Book Shop, 1945. 177p. \$2.75.

Thoroughgoing examination of the nature and occurrence of miracles, the historicity of the

Gospels in general and the Resurrection in particular. Addressing himself especially to non-Christians, Mr. Lunn presents concisely the apologetics made familiar to us by De Grandmaison and others; but the English convert's scientific experience and militant humor lend zest to the reading.

Sister Mary David, S.S.N.D.

LOEWENSTEIN, PRINCE HUBERTUS ZU. *The lance of Longinus*. Macmillan, 1946. 166p. \$2.00.

This is a legend about Longinus, the centurion who pierced the side of the crucified Saviour with his lance, in order to forestall what he considered a plot based on a mis-carriage of Roman justice.

Leonard Wolf, Ph.D.

Meditations on the Passion, compiled from various sources with an introduction by Reverend Reginald Walsh, O.P. Newman Book Shop, 1946. 305p. \$3.75.

Originally these reflections were compiled by a Religious of the Institute of the Blessed Virgin Mary who wished to bring the fruit of her own mental prayer to the novices in her charge. Minor changes have been made in the reprint in order to bring the meditations to Catholics in general. The Ignatian method of meditation is followed throughout and the method is explained in the preliminary chapters. Recommended for Lenten reading.

Sociology

DENGEL, ANNA, M.D. *Mission for samaritans. A survey of achievements and opportunities in the field of Catholic medical missions*. Bruce, 1946. 126p. \$1.75.

The foundress of the Society of Catholic Medical Missionary Sisters traces briefly the historical background of the medical missionary and then gives a short survey of the status of presentday medical missionary work in Africa, India, China, the Pacific Island, South and North America.

Leonard Wolf, Ph.D.

BOOKS . . .

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